Positive Behaviour for Learning

**Introduction**

Wanganui East aims to provide a school wide Positive Behaviour for Learning (PB4L) environment to establish and maintain a safe and effective environment that will maximise the academic and behavioural competence of all learners.

Positive Behaviour for Learning is a broad range of systematic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviours with all students.

**Major Components.**

- Sustainable school-wide action plan designed by staff, students and community to meet the needs of the school.
- Consistent approach to discipline based on established respectful relationships through collaborative consultation with the whole school community.
- A programme designed to improve the learning environment by teaching critical skills that help students become competent, responsible and caring.
- Positively stated expectations for all students and staff. (Clear definitions that all staff, students and parents’ can understand and remember)
- Procedures for teaching these expectations.
- A continuum of procedures for encouraging demonstration and maintenance of these expectations.
- A continuum of procedures for discouraging problem behaviour.
- Procedures for monitoring and evaluating the effectiveness of the system on a regular and frequent basis.

**ACHIEVE**

ACHIEVE is based on the Values that the staff, students and community believe to effectively support the mission statement of Wanganui East School.
MISSION – Creating a positive school environment that supports student learning and wellbeing.

A - ATTITUDE
C - CO-OPERATION
H - HAUOROA
I - INTEGRITY
E - EFFORT
V - VALUES
E - ENJOYMENT

Our ACHIEVE concept has been developed in consultation with our school community during the implementation of our Positive Behaviour for Learning Programme. This strategy is based upon the belief that…
“Behavioural and instructional management systems compliment each other and must be integrated in order to maximise the opportunities for student achievement”.

ACHIEVE is about:
• Building positive relationships.
• Achieving consistency in behavioural expectations across all settings.
• Teaching strategies to work through behaviours instead of expecting that students just know what to do.
• Maintaining focus on academic outcomes.
• Building a sustainable and positive culture of emotional competence and relationships in the school environment and community.
• Increasing time spent on teaching instead of managing behaviour.
• Building relationships with the school community.
• Based on decisions on reliable data – constant and consistent reassessment of data to implement solutions.
• Teachers and students being aware of the functions of behaviour.
• Increasing academic achievement.
• Enabling students to reach their potential.
• Effective communication to/between staff and students.
ACHIEVE

PB4L is a structure designed by the whole school community to meet the needs of that community.

The aim of the ACHIEVE strategy is to enhance and build a caring environment and culture in which students, staff and parents feel valued, and the whole community feels safe.

Section 1. Common purpose and approach to discipline.

(a) School wide approach.
The strategy for school discipline and behaviour at Wanganui East will be on achieving social and academic outcomes for all students. This will come about through developing a school culture of competence using a consistent school-wide system around appropriate behaviours.
The key factor of the school wide PB4L is that it creates the following:
- A culture of competence in a positive school environment.
- Staff recognises and abides the same set of behavioural expectations for all students.
- Designed to improve the learning environment by teaching critical skills that help students to be competent, responsible and caring.
- Educates staff to understand the functions of behaviour, and to respond to problem behaviours in logical, pro-active and consistent ways.
- Data system ensures that “at risk” students are identified early so that families, students and teachers can work together to problem solve and develop appropriate support plans.

The Positive Behaviour for Learning Programme is based on six major components.
- An agreed upon and common approach to discipline, and a positive statement of purpose.
- Clearly defined and consistent behavioural definitions.
- Procedures for teaching these expectations to students.
- A continuum of procedures for encouraging and maintaining these expectations.
• A continuum for discouraging rule violating behaviour.
• Procedures for monitoring and evaluating the effectiveness of the discipline system on a regular basis.

**SWIS (School Wide information System)**
This data system is an important component for evaluating the effectiveness of School Wide behaviour approaches. The data entry is gathered from a school wide disciplinary referral form that goes to the Senior Management Team. This form gives a concise record of behaviour incidents and is printed out weekly for the management team to discuss and display for staff and students. The SWIS system was developed by the University of Oregon and has strict ethical and legal guidelines for confidentiality.

SWIS is used for:
• To assist schools in improving their disciplinary practices: data-based decision making.
• To design behavioural support plans for students at risk and their whanau.
• To report on school outcomes or to collect aggregated data.

In addition to this syndicate leaders and syndicates collate and monitor referrals via the Reflection Referral Flow Chart (orange reflection referrals). These are tables, discussed and strategies put in place to support students and classroom management procedures.

**Positive Behaviour for Learning Indicators of Performance.**

**School Wide:**
1. More than 80% of students can tell you what is expected of them given behavioural examples.
2. Positive adult to students interactions exceed negative interactions.
3. Function behaviour based behaviour support is the foundation for addressing problem behaviour.
4. Data based action planning and implementation are in place at weekly team meetings.
5. Senior management team members are all actively involved.
6. Full continuum of behaviour is available to all students.
7. PB4L Steering Team supporting programmes from a school community perspective.

Classroom.
1. Classroom positive expectations are taught and encouraged.
2. Ratio of 4 positive to 1 negative interaction.
3. Active supervision.
4. Re-direction for minor infrequent inappropriate behaviours.
5. Pre-correction for frequent ongoing inappropriate behaviours.
6. Appropriate curriculum choices/adaptation, and effective academic instruction.

Non Classroom.
1. Expectations routinely taught.
2. Active supervision by all staff.
3. Pre-correction and reminders
4. Positive reinforcement.

Individual Student Settings.
1. Team and data based decision making.
2. Function based behaviour support planning including whanau.
3. Comprehensive student centred planning and support.
4. Individualised instruction and self management, social skills.
5. Staff help with management skills and curriculum adaptation if necessary.

EXPECTATIONS OF BEHAVIOUR AT WANGANUI EAST SCHOOL.

At Wanganui East the key word for behaviour expectation is: **ACHIEVE**

**Attitude**    Positive relationships with each other

**Co-operation**  Working together

**Hauora**    Healthy and safe school
Integrity  Being honest with each other and ourselves

Effort  Striving to be the best we can

Values  Caring about each other and the community

Enjoyment  Enthusiasm for what you do

ACHIEVE

The aim of ACHIEVE is to reinforce respectful communication between staff and students at Wanganui East School.

Procedures for Teaching Behavioural Expectations.

All the Behavioural Expectations will be taught by staff in three ways.

1. By modelling of expectations by all staff at all times during their school duties.
2. By the teaching staff systematically teaching the expectations. This is done at the whole school level (at assemblies, newsletters, special events) and at the classroom level (each Monday morning for 15 minutes integrated into curriculum and using a common structured framework throughout the school).
3. By teachers and other staff repeatedly re teaching the expectations and pre-correcting students using them, as part of their everyday practice.

ACHIEVE units of work.

Each unit of behavioural expectation relating to ACHIEVE is a programmed study that runs for 5 weeks. Two units are covered each term and are integrated into daily classroom teaching. e.g. Term 1 Weeks 1 – 5 Attitude.
ACHIEVE Focus.

Each week there is a specific ACHIEVE focus that relates to the ACHIEVE unit. e.g. ACHIEVE Unit – Attitude (5 weeks) within that 5 week unit there will be also 5 individual ACHIEVE focus expectations. Each one is taught on a weekly basis school wide. Each focus is supported by a lesson plan for staff.

The primary tool for evaluating the effectiveness of school-wide PB4L approaches has been the PB4L Incident/Reflection Referral report forms designed by the school to match expectations, definitions of behaviour and consistent consequences.

Information gathered from this reporting of data helps to support interventions school wide and disciplinary practices. The PB4L Lead Team and staff help determine each AHCIEVE expectation focus. Data provided from Incident/Referral reports are shared weekly at syndicates and senior management. At times there will be a specific focus relating to behaviour data e.g. increased incidents of swearing/physical violence. This will be taught in conjunction with the weekly focus.

There is a school-wide expectation that all teachers to introduce and reinforce social/behavioural expectations each Monday morning for 15 minutes and then reinforce and incorporate the focus in the daily teaching programme.
Weekly school assemblies (12.00 – 12.30 p.m.) are also used to reinforce and introduce the ACHIEVE focus to all students.

PB4L Support at Syndicate Meetings.

As part of each meeting students causing concern will be discussed and possible actions/procedures for preventative behaviour support will be shared. These initiatives are at the discretion of syndicate leader and the team.

Major Incident / Reflection Referrals.

Procedures to follow for inappropriate behaviours in classroom and non-classroom setting:
Attached is a flow chart that outlines the procedures required if students display inappropriate behaviours.

Major Incident referrals are filed with the Principal and tabled at Senior Management meetings on a Wednesday/Friday.

Reflection Referrals (orange). These are tabled at syndicate meetings for discussion and strategies discussed to support students and teachers. Monitoring of Reflection Referral forms are either kept in the office or classroom.

Outcomes for students are discussed and implemented and reported back to classroom teachers. All parents are contacted if student is placed on a Major Incident Reflection.

Teachers who place students on a Major Incident/Reflection Referral discuss the incident with syndicate leaders and the Principal supervises the student for a specified period of time at either interval or lunch to complete Restorative Tasks related to behaviour.

**Taking Responsibility for Actions.**

Each teacher has a folder of suggested restorative thinking sheets with support ideas when discussing behaviours and choices with individual students.